



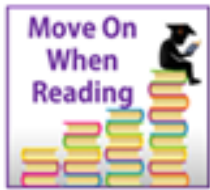
# Welcome

## MOVE ON WHEN READING

AN OPPORTUNITY FOR 3<sup>RD</sup> GRADERS.

STATE BOARD OF EDUCATION & K-12 ACADEMIC STANDARDS

# Legislation



A.R.S. 15-701

The MOWR law requires students to be retained in third grade if they receive a score of “falls far below” (FFB) on the statewide assessment.



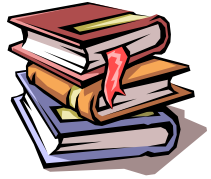
# A.R.S. 15-701

## Move On When Reading

- There are only two legal exemptions from the MOWR retention policy:



- The student is an English Language Learner (ELL) and has received less than two years of English instruction.
- The student has an Individual Education Plan for reading or language



# A.R.S. 15-704

## Move On When Reading

- A pupil in grade three who **does not Meet** or **Exceed** the reading standards measured by the Statewide assessment
  - **Shall be provided** intensive reading instruction as defined by the State Board.
  - **Intensive** reading instruction **must be provided until the pupil meets these standards.**

**FFB**



**AP**

# 4

## Action Steps for Remediation Model



- ☐ Pupil is assigned a different teacher for reading instruction
- ☐ Summer school reading instruction
- ☐ Intensive reading instruction in academic year
- ☐ Online reading instruction for intervention purposes



# A.R.S. 15-701



## Move On When Reading

One of the biggest questions about MOWR right now is: How will the adoption of the new assessment affect the retention policy?



**WHAT IS THE NAME OF THE NEW  
STATEWIDE ASSESSMENT???**

# MOWR & Retention for 2015-2016

- House Bill 2637 was passed and specifies
  - if school districts do not have student reading scores on the statewide assessment by the beginning of the school year **retention decisions** (*based on ARS 15-701*) **should not be made.**



# MOWR & AzMERIT



- MOWR in place for the 2014-2015 school year
- Retention decisions for the 2015-2016???
- End of 2014-2015: **NO** scores are available.
- Students **ARE** promoted to 4<sup>th</sup> grade. (2015-2016)







# What happens then?



- Scores **ARE** available after the beginning of the 2015-2016.
- **Identify** students that scored *Falls Far Below* on the 3<sup>rd</sup> grade reading portion of the AzMERIT assessment(*Test from Spring 2014*)
- Identified student/s **MUST** receive the same intervention and remedial strategies they would've received had they been retained (required under the law).



## Review:



# How does this affect schools?

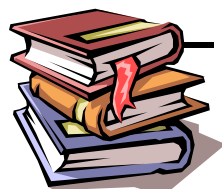
- There will be **NO Retention based on MOWR Legislation** of 3<sup>rd</sup> Graders Falling Far Below on the AzMERIT assessment at the end of the 2014-2015 school year. *(Because scores will not be available)*
- Schools **MUST provide** Intervention and/or remedial strategies to students who were promoted to 4<sup>th</sup> grade *(FFB on AzMERIT Sp 2015)*.



# Reminder:

## Intervention and Remedial Strategies

- According to MOWR legislation: a district or charter **shall offer at least one** of the following intervention and remedial strategies developed by the state board of education :
  - The pupil be assigned to a different teacher for reading instruction
  - Summer school reading instruction
  - Intensive reading instruction that occurs before, during or after the regular school day.
  - Online reading instruction



**Will apply to 4<sup>th</sup> Graders FFB On the 3<sup>rd</sup> Grade  
AzMERIT Sp 2015 assessment**

**Does this mean we don't have to submit  
any more DATA for this year?**

**Data submission is still required under the law.**

## **A.R.S. 15-211 Funding for K-3 Reading**

Data Submission Due: 12:00 AM - 1, Oct 2014

Comments / Explanations:

[Add a Comment or Explanation](#)



| Grade Level  | Total Number of Students | At Benchmark | Approaching Benchmark | Significantly at Risk                 |
|--------------|--------------------------|--------------|-----------------------|---------------------------------------|
| Kindergarten | 17                       | 35.3%        | 17.6%                 | 47.1%                                 |
| 1st Grade    | 20                       | 55.0%        | 20.0%                 | 25.0%                                 |
| 2nd Grade    | 21                       | 42.9%        | 9.5%                  | 47.6%                                 |
| 3rd Grade    | 22                       | 45.5%        | 9.1%                  | 45.5%                                 |
|              |                          |              |                       | <input type="button" value="Reject"/> |

**Data Submissions Due:  
DATA Round 2 Due Feb 1<sup>st</sup>, 2015**

# Does this mean we won't have to submit a Literacy Plan next year?

Literacy Plan submissions are **STILL REQUIRED** under the law.

## A.R.S. 15-211 Funding for K-3 Reading

 **Move On When Reading**  Welcome: Sherry Zi  
SBE Approver [Log](#)

**LP 2014-2015 Window** [Print](#)  
Status: Submitted to SBE

[Core Reading Program](#) [Intervention Program](#) [Assessment Plan](#) [Professional Development Plan](#) [Final Requirements](#) [Submit](#)

**K-3 Literacy Plan - Aggregated Core Reading Program**

| Core Reading Program       | Kindergarten                | First Grade                | Second Grade               | Third Grade                |
|----------------------------|-----------------------------|----------------------------|----------------------------|----------------------------|
| Open Court                 | 0 % (0/2)                   | 0 % (0/2)                  | <a href="#">50 % (1/2)</a> | <a href="#">50 % (1/2)</a> |
| OTHER Core Reading Program | <a href="#">100 % (2/2)</a> | <a href="#">50 % (1/2)</a> | <a href="#">50 % (1/2)</a> | <a href="#">50 % (1/2)</a> |

**Comments / Explanations:**  
[Add a Comment or Explanation](#)

Lois Whisiker-Williams: Thu Oct 30 2014  
Research supports a reading block of 90-120 minutes is most effective for K-3 students.

**Aggregated Duration for Core Reading Program**

| Duration              | Kindergarten               | First Grade                | Second Grade               | Third Grade                |
|-----------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 0-30 minutes          | <a href="#">50 % (1/2)</a> | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  |
| 31-60 minutes         | <a href="#">50 % (1/2)</a> | <a href="#">50 % (1/2)</a> | <a href="#">50 % (1/2)</a> | <a href="#">50 % (1/2)</a> |
| 61-90 minutes         | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  |
| 91-120 minutes        | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  |
| More than 120 minutes | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  | 0 % (0/2)                  |

**Aggregated Kindergarten Details**

Half Day Program - 0 % (0/2) Full Day Program - [100 % \(2/2\)](#) Both Half Day and Full Day - 0 % (0/2)

[Reject](#) [Core Reading Program Ready](#)

**2015-2016 Literacy Plans are due Oct. 1<sup>st</sup> , 2015**



# A.R.S. 15-211



## Funding for K-3 Reading

### Literacy Plans

- LEAs are required to submit K-3 literacy plans to the State Board.
- LEAs with **10% or more of students that FFB or with a letter grade of C, D or F** must have their plans approved to receive K-3 reading funds.

***(SAFE Harbor may apply to letter grades)***



- LEAs receives approximately \$130.00/K-3 student in additional state funding to support implementation of the literacy plan.

### Data Submission

- LEAs are required to submit K-3 reading data.
- LEAs are required to submit reading data three times a year - on October 1st, February 1st and June 1st.



Well  
done!



LITERACY PLANS  
87%  
SUBMITTED!!



# School Literacy Leadership Team

- Principal
- Literacy Coach
- Reading Specialist
- Special Education Teacher
- Interventionist
- Psychologist
- Grade Level Member from grades K-3
- Other...

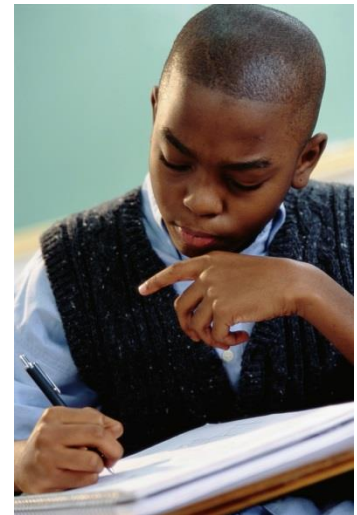


**Collaboration is the Key**

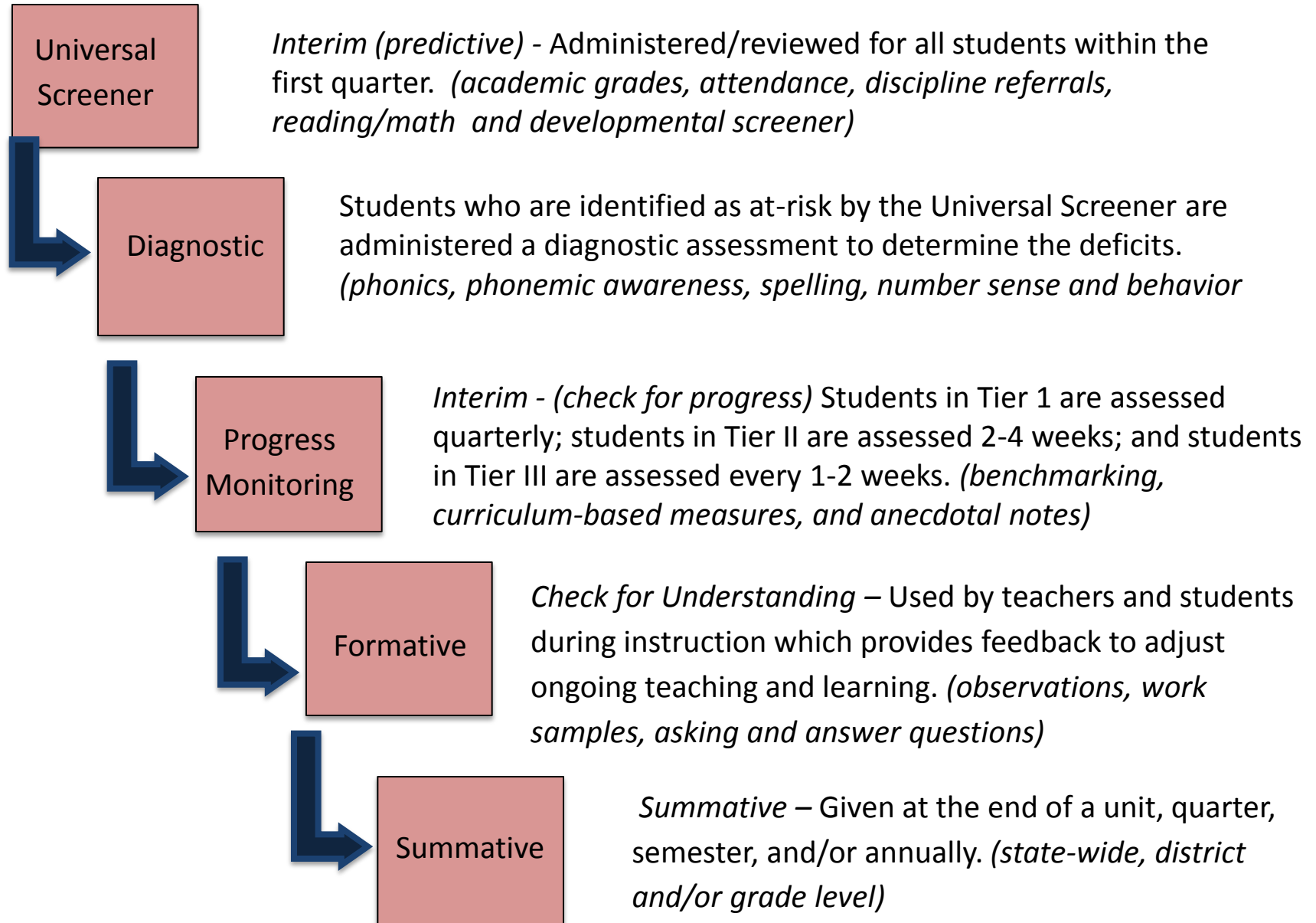


# Comprehensive Assessment System

- Monitor student progress to inform instruction
- Use data to make decisions
- Use of assessments:
  - Outcome
  - Universal screening
  - Diagnostic
  - Progress Monitoring



# Comprehensive Assessment System




# MOWR Due Dates

## *Due dates – 3X year*

- October 1<sup>st</sup>- Fall
- Universal screening
- February 1<sup>st</sup>-  
Winter Benchmark
- June 1<sup>st</sup>- Spring  
Summative



# Tier 1 - Core Instruction (whole group and small group)

|  | K  | 1 <sup>st</sup> grade                      | 2 <sup>nd</sup> grade | 3 <sup>rd</sup> grade |
|--|--|--|-----------------------|-----------------------|
| Phonological Awareness                     | <i>Blending, Segmenting, Deleting, Manipulating</i>                                  |  |                       |                       |
| Alphabetic Principle                       | <i>Letter Sounds &amp; Combinations</i>  | <i>Morphemes &amp; Advanced word study</i> |                       |                       |
| Automaticity, Accuracy & Access to Meaning | <i>Letter/Letter Combination Fluency</i>   | <i>Word Fluency</i>                        |                       |                       |
| Vocabulary                                 | <i>Listening</i>   | <i>Reading</i>                             |                       |                       |
| Comprehension/ Written Response            | <i>Listening &amp; Speaking</i>  | <i>Reading &amp; Writing</i>               |                       |                       |
| Oral Language                              |  |  |                       |                       |

# Three Tiered System of Support

## **Tier 1: Universal Instruction**

general education classroom w/ flexible grouping  
grade level reading program  
minimum 60 - 90 minutes

## **Tier II: Targeted Instruction**

homogeneous grouping  
focused supplemental materials, increase of time and intensity  
additional 30 minutes per day

## **Tier III: Intensive Intervention**

homogeneous grouping  
sustained intensive intervention, increase more time and intensity  
two 30 minute sessions per day

# K-3 AZ ELA College and Career Readiness Standards

## Reading

- Balance of literature and informational texts
- Text complexity, depth of knowledge
- Reading Foundational Skills

## Writing

- Emphasis on argument and informative/explanatory writing
- Writing about sources

## Speaking and Listening

- Inclusion of formal and informal talk
- Focus on student presentations

## Language

- Stress on general academic and domain-specific vocabulary

# RESEARCH SUPPORTING KEY ELEMENTS OF THE STANDARDS

## Appendix A

|  |             |
|--|-------------|
| Reading: Text Complexity               | Pages 2-16  |
| Reading: Foundational Skills           | Pages 17-22 |
| Writing                                | Pages 23-25 |
| Speaking and Listening                 | Pages 26-27 |
| Language                               | Pages 28-31 |
| Vocabulary                             | Pages 32-35 |
| Bibliography and Glossary of Key Terms | Pages 36-43 |

# Effective Literacy Instruction- Essential Language Skills

- Phonological awareness
  - Blending, segmenting, manipulating
- Phonics
  - Spelling, word analysis
- Fluency
  - Accuracy, automaticity, access meaning
- Vocabulary
  - Common, academic, content specific
- Comprehension
  - Listening, speaking, written response
- Writing
  - Spelling, dictation and literary response





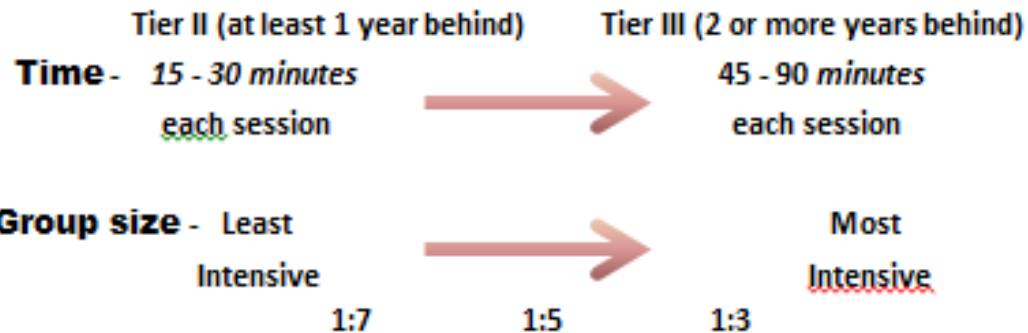
# Instructional Elements

- Effective early interventions:
  - Alphabetic principle (Phonological Awareness, Phonics/Word Study, Fluency, Vocabulary and Comprehension)
  - Guided and independent reading of progressively more difficult texts
  - Engaging students in practicing comprehension strategies while reading text
  - Writing exercises (response to reading)



# Reading Intervention

## IV. Intervention (Tier II - Targeted or Tier III - Intensive)



### Alterable Variables

- |               |                      |
|---------------|----------------------|
| - Time of day | - Amount of Practice |
| - Location    | - Grouping           |
| - Teacher     | - Program Efficacy   |



# Critical Components for Remediation Plan

- Comprehensive assessments
- Evidence based instructional materials
- Explicit, systematic instruction
- Data driven instructional/intervention model
- TIME
- Exit plan



# Professional Development Plans

Plan professional development activities that will have the greatest impact on instruction.

(teacher knowledge, increasing student thinking, job-embedded-learning communities)



# Parent/Guardian Communication

Plan activities and events that inform parents of student achievement data and effective instruction

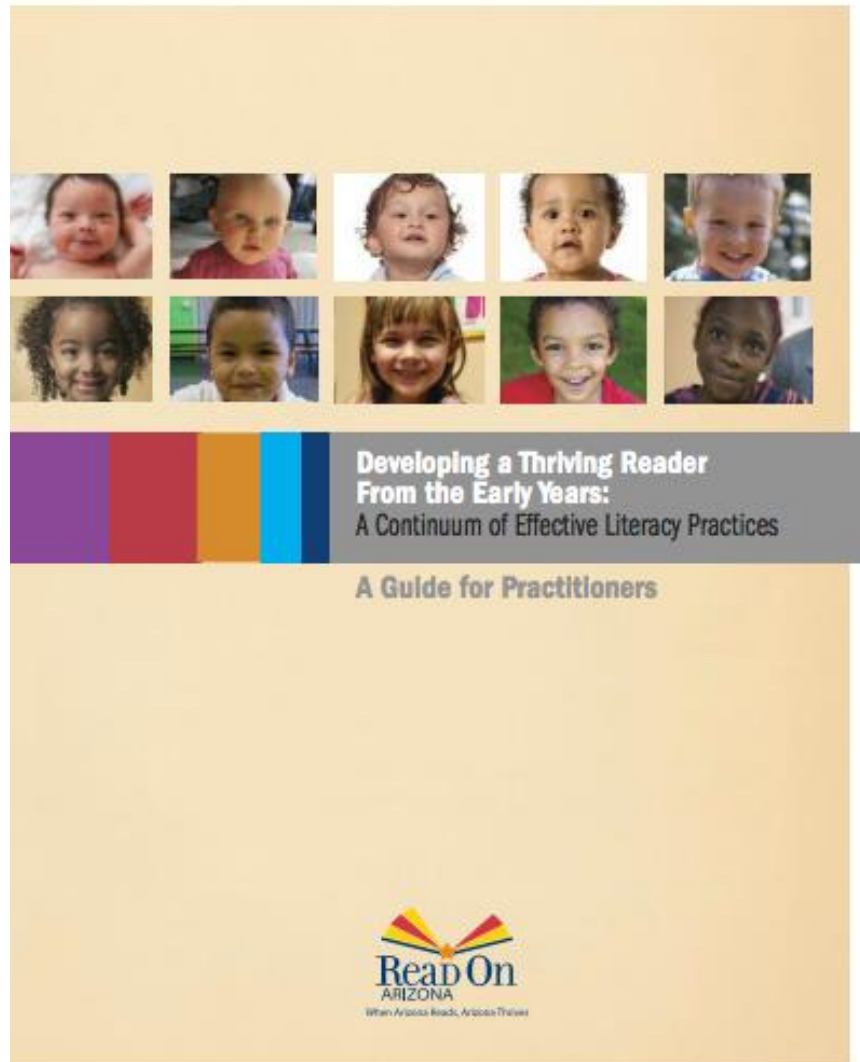




# Intended Outcomes

- Focus on emergent literacy K-3
- Improve likelihood of success for 3<sup>rd</sup> graders
- Intentional instruction will close achievement gaps
- Provide additional time for students who need further instruction and practice
- Initial focus on remediation will lead to effective prevention models in K-3
- Arizona students will develop a strong foundation of literacy and be ready for upper grade instruction

# Read on Arizona



# Research





# Reading By 3<sup>rd</sup> Grade Matters

**4X**

Students who cannot read by the end of the 3<sup>rd</sup> grade are four times more likely to drop out of high school.

**88%**

Eighty-eight percent of students who failed to earn a high school diploma were struggling readers in 3<sup>rd</sup> grade.

**89%**

Eighty-nine percent of low-income students who achieved proficient reading skills by the 3<sup>rd</sup> grade graduated.



# Arizona 3<sup>rd</sup> Grade Data

## 2014 Preliminary MOWR data:

- This past spring, more than 84,000 Grade 3 public school students participated in the AIMS Reading Assessment.
- Of those who were tested, preliminary data shows that approximately 2200 (or less than 3%) Grade 3 students Fall Far Below the standard on the assessment.
- Of those, as many as 70% of these students were eligible for promotion based on one of the two legal exemptions. (see exemptions above).



## Reading – Percent of 3<sup>rd</sup> graders FFB

2010 – 6%

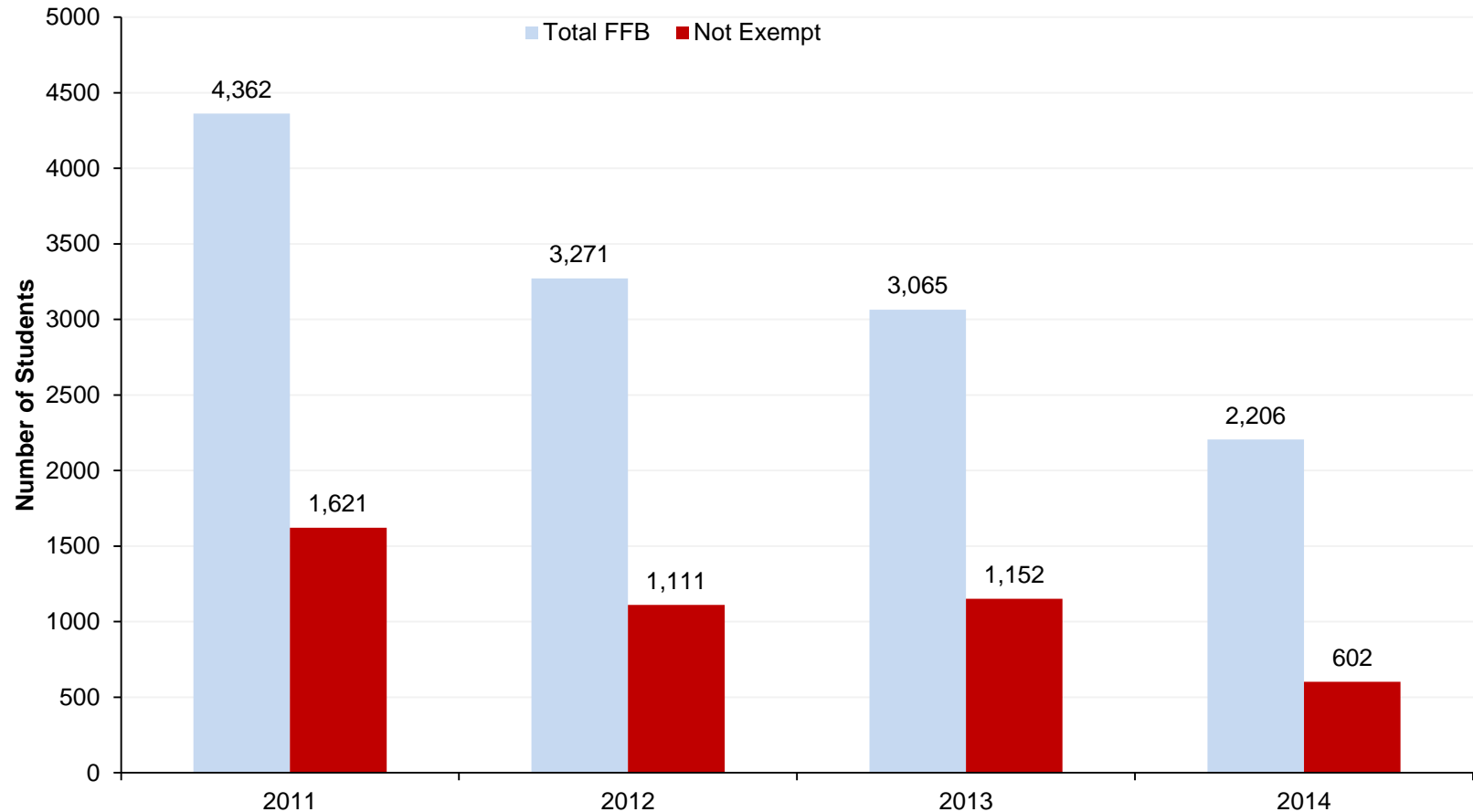
2013 – 4%

2011 – 5%

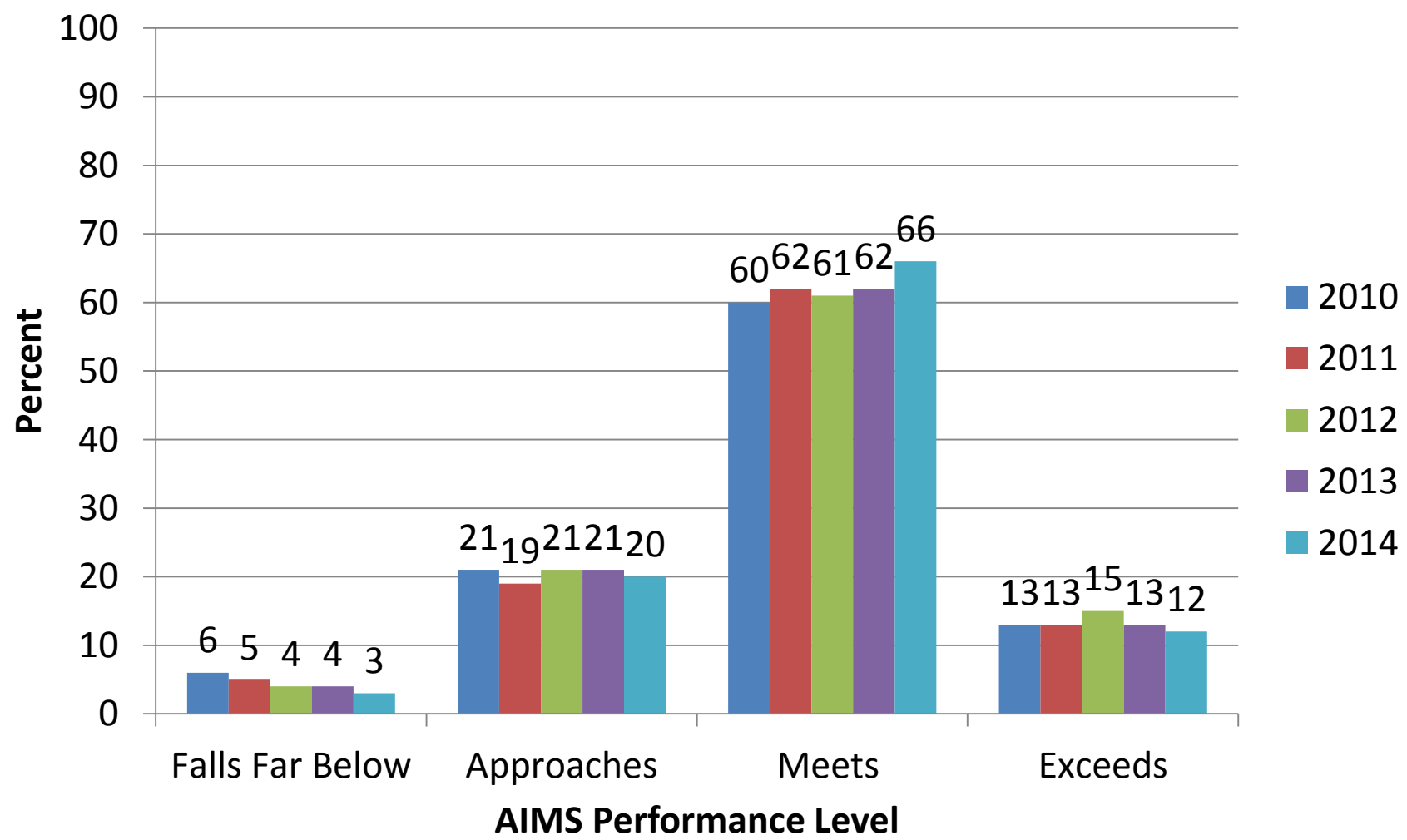
2014 – 3%

2012 – 4%

# Number of Grade 3 Students Scoring Falls Far Below on AIMS Reading



# Reading - Percent of Grade 3 Students in each Performance Level on AIMS & AIMS A





# Frequently Asked Questions:

## **How will the new assessment AzMERIT impact MOWR Legislation?**

- Scores will not be available by the beginning of the 2015-2016 school year, therefore no 3<sup>rd</sup> grade students will be retained at the end of the year based on MOWR legislation.

## **What are the reporting requirements for retained students?**

- LEAs already report student retention data in SAIS.

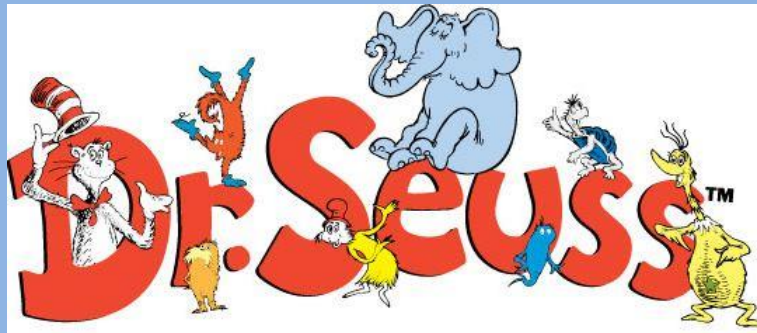
## **If a student has a 504 Plan are they exempt from the MOWR retention policy?**

- No, the only exemptions are Sped students with IEP teams agreeing to promote and ELL students with less than two years of English Language Instruction.

## **Since 3<sup>rd</sup> grade students will not be retained based on MOWR legislation, do we have to submit our data for the remainder of the year? How about our Literacy plan for next year?**

- Literacy Plans and Data must be submitted as usual.

**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.**



***Thank You!***

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